

## ELLOREE HIGH

P. O. Box 820  
Elloree, South Carolina 29047

**GRADES** 7-12 High School

**ENROLLMENT** 373 Students

**PRINCIPAL** Jacqueline Pelzer-Shuler 803-897-2232

**SUPERINTENDENT** Dr. David Longshore, Jr. 803-496-3288

**BOARD CHAIR** S. B. Marshall 803-496-3288

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of High Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	0	4	1	3

#### IMPROVEMENT RATING:

#### EXCELLENT

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 11 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2002</b>	Unsatisfactory	Average	N/A
<b>2003</b>	Unsatisfactory	Good	No
<b>2004</b>	Average	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	63.6	N/A	N/A	58.2	N/A	N/A
<b>Passed 1 subtest</b>	9.1	N/A	N/A	19.2	N/A	N/A
<b>Passed no subtests</b>	27.3	N/A	N/A	22.6	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	93.0%	76.6%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	2.1	2.4
<b>Seniors who met the SAT/ACT requirement</b>	2.1	2.4
<b>Seniors who met the grade point average</b>	29.2	26.4

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	53	85
<b>Number of Diplomas</b>	42	55
<b>Rate</b>	79.2%	66.6%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	57	93.0	48	2.1	53	79.2	YES
Gender							
Male	19	84.2	10	0.0	14	50.0	N/A
Female	38	97.4	38	2.6	39	89.7	N/A
Racial/Ethnic Group							
White	4	I/S	3	I/S	2	I/S	N/A
African-American	52	94.2	45	2.2	51	78.4	
Asian/Pacific Islander	1	I/S	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	56	92.9	46	2.2	51	80.4	N/A
Disabilities other than speech	1	I/S	2	I/S	2	I/S	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	57	93.0	48	2.1	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	1	I/S	0	N/A	0	N/A	N/A
Non-Limited English Proficient	56	94.6	48	2.1	52	80.8	N/A
Socio-Economic Status							
Subsidized meals	56	92.9	46	2.2	51	78.4	N/A
Full-pay meals	1	I/S	2	I/S	2	I/S	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

# HSAP PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 33.3%									
All Students	55	100.0	30.2	43.4	15.1	11.3	39.6	YES	YES
Gender									
Male	25	100.0	43.5	43.5	13.0	N/A	26.1	N/A	N/A
Female	30	100.0	20.0	43.3	16.7	20.0	50.0	N/A	N/A
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	44	100.0	37.2	51.2	7.0	4.7	27.9	NO	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	45	100.0	20.5	50.0	15.9	13.6	45.5	N/A	N/A
Disabled	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	54	100.0	30.8	42.3	15.4	11.5	40.4	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	54	100.0	30.8	42.3	15.4	11.5	40.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	54	100.0	30.8	42.3	15.4	11.5	40.4	YES	YES
Full-pay meals	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	55	100.0	32.1	47.2	13.2	7.5	34.0	YES	YES
Gender									
Male	25	100.0	43.5	47.8	8.7	N/A	13.0	N/A	N/A
Female	30	100.0	23.3	46.7	16.7	13.3	50.0	N/A	N/A
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	44	100.0	39.5	46.5	11.6	2.3	23.3	NO	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	45	100.0	20.5	54.5	15.9	9.1	40.9	N/A	N/A
Disabled	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	54	100.0	32.7	46.2	13.5	7.7	32.7	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	54	100.0	32.7	46.2	13.5	7.7	32.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	54	100.0	32.7	46.2	13.5	7.7	32.7	YES	YES
Full-pay meals	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

## Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 373)

Retention rate	13.8%	Up from 0.2%	18.1%	9.1%
Attendance rate	99.5%	Up from 95.4%	95.3%	96.0%
Eligible for gifted and talented	3.8%	Down from 3.9%	0.3%	5.8%
With disabilities other than speech	14.8%	Up from 13.0%	17.6%	12.7%
Older than usual for grade	11.3%	Up from 10.0%	19.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Down from 5.6%	0.0%	1.6%
Enrolled in AP/IB programs	12.9%	Up from 10.4%	0.0%	10.2%
Successful on AP/IB exams	N/AV		N/A	53.8%
Annual dropout rate	6.5%	Up from 5.7%	0.4%	2.7%
Career/technology students in co-curricular organizations	31.6%	Up from 25.7%	1.9%	3.6%
Enrollment in career/technology center courses	246	Up from 224	257	466
Students participating in worked-based experiences	37.4%	Down from 51.1%	15.4%	25.7%
Career/technology students mastering core competencies	45.9%	Up from 42.3%	63.4%	77.7%
Career/technology completers placed	97.4%	Down from 97.7%	97.1%	99.3%

Teachers (n= 39)

Teachers with advanced degrees	46.2%	Down from 48.6%	46.5%	52.0%
Continuing contract teachers	51.3%	Down from 62.2%	77.8%	82.1%
Highly qualified teachers**	84.6%	N/A	83.1%	89.5%
Teachers with emergency or provisional certificates	25.9%		11.1%	8.6%
Teachers returning from previous year	74.5%	Up from 67.1%	81.8%	86.2%
Teacher attendance rate	93.5%	Down from 94.4%	94.9%	95.3%
Average teacher salary	\$38,310	Down 3.4%	\$40,274	\$41,060
Prof. development days/teacher	13.8 days	Down from 19.5 days	11.2 days	10.6 days

School

Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 17.2 to 1	17.3 to 1	26.4 to 1
Prime instructional time	91.5%	Up from 87.8%	87.0%	90.0%
Dollars spent per pupil*	\$9,796	Up 16.9%	\$9,216	\$6,310
Percent of expenditures for teacher salaries*	56.8%	Down from 67.7%	59.8%	57.9%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	74.2%	Up from 34.0%	81.7%	89.3%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Elloree High School, now Lake Marion High School, Elloree Campus, is located in eastern Orangeburg County and previously served students in grades 7-12. Beginning school year 2004-2005, the school will serve only students in grades 9-12. To provide every opportunity to circumvent obstacles common to small rural schools, school personnel eagerly anticipate providing a strong, well-balanced curriculum to these students. The district supports this central focus by making every effort to recruit and retain highly qualified and committed teachers.

Elloree High has realized consistent improvement in student achievement. Ninety-eight percent of the graduating class of 2003 was successful in passing all three sub-tests of the Exit Exam upon graduation. We anticipate a comparable percentage of 10th graders successfully completing the new High School Assessment Program (HSAP) that has been implemented as a requirement for graduation. In order to ensure that this goal reaches fruition, the administrators, faculty, and staff will continue to monitor initiatives that have been implemented and adjust them if necessary. These initiatives include but are not limited to standards- and data-driven instruction; school-wide initiatives in vocabulary, reading, writing, and math application; a more aggressive student mentoring program; solicitation and recruitment of increased parental and community involvement, with emphasis on establishing school partners; and the maximal utilization of the expertise of the teaching staff, Curriculum Specialist, and Teacher Specialists.

Given that our first priority is the continued academic and social growth of our students, we petition parents and community members to assist us by ensuring that students attend school regularly, by minimizing the number of after school hours that students work, by holding students accountable for their academic performance, and by ensuring that students take advantage of the additional academic support that Lake Marion High School, Elloree Campus' administrators, teachers, staff, and volunteers provide after school.

Eugenia Fogle, SIC Chairperson  
Jacqueline Pelzer-Shuler, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	25	38
Percent satisfied with learning environment	64.1%	52.0%	63.2%
Percent satisfied with social and physical environment	82.1%	60.0%	68.4%
Percent satisfied with home-school relations	23.7%	88.0%	70.3%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.